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ABSTRACT

This supplementary bibliography, which contains 140 entries, includes primarily the work evaluation and adjustment literature written in 1979. Two indexes are included to aid the user in the identification of annotations relevant to a particular topical area. The first, a KWOC (keyword-out-of-context) title index, includes the titles of all documents listed in the bibliography. Each title is listed alphabetically by significant keywords within the title. As an additional aid for the identification of relevant annotations, a subject index is also included that lists annotations according to subject areas in which the Materials Development Center most frequently recieves requests for information. (LRA)

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Work Evaluation and Adjustment an Annotated Bibliography

1979 Supplement

U.S. DEPARTMENT OF HEALTH,
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National Institute of Handicapped Research,
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PREFACE

Since 1970 the Materials Development Center has published ten annual annotated bibliographies on the literature in work evaluation and adjustment. In 1978 a comprehensive bibliography was produced which contained all 1,296 entries from the previous bibliographies, and covered the time period from 1947 through 1977. In 1979 a supplementary bibliography containing 151 entries on the work evaluation and adjustment literature was published. The present supplementary bibliography, containing 140 entries, includes primarily that literature which was written in 1979.

The bibliographies serve as a reference to the literature in work evaluation and adjustment and, for individuals whose facilities meet MDC eligibility requirements, a catalog to the loan literature available from MDC. Those eligible may request loan copies of the literature listed within these documents by accession number or title (an asterisk above the zip code on the mailing label attached to this publication indicates an eligible facility).

Two indexes are included to aid the user in the identification of annotations relevant to a particular topical area. The first, a KWOC title index (keyword-out-of-context), includes the titles of all documents listed in the three bibliographies. Each title is listed alphabetically by significant keywords within the title. As an additional aid for the identification of relevant annotations, a subject index is also included which lists annotations according to subject areas in which MDC most frequently receives requests for information.

Many of the projects for which there are entries listed received financial support from government agencies such as the U.S. Department of Health, Education, and Welfare, or U.S. Department of Labor. In those cases, a grant or identification number appears in parentheses at the end of the annotation. Readers interested in obtaining full-length hard copy or microfiche may write to either the National Technical Information Service, Springfield, Virginia 22151 or the National Rehabilitation Information Center, Catholic University, Washington, D.C. 20064 to inquire about the availability of the reports.

Ronald R. Fry, Editor

April, 1980

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COPIES OF THE COMPREHENSIVE BIBLIOGRAPHY (1947-1977)
MAY BE PURCHASED FROM MDC FOR $3.00 PER COPY

1998 Caddick, J., Production improvement in a rehabilitation workshop. San Francisco, California: University of San Francisco, College of Business Administration, Rehabilitation Workshop Administration, 1968.

This manual was prepared to instruct industrial engineering including work simplification and production standards. Subtopics include overcoming resistance to change, materials handling, use of flow diagrams, and principles of time study.

2000 Zaetz, J., Organization of sheltered workshop programs for the mentally retarded adult. Springfield, Illinois: Charles C. Thomas, 1971.

The purpose of this publication is to provide a sheltered workshop program for the mentally retarded adult with attention to organizing, philosophy, unit designs, equipment, staffing, contracts, and product procurement. Also included are teaching procedures in woodworking, metal working, and custodial training programs.

2011 Houts, P., et.al., Pennsylvania model individualized written program plan for vocational rehabilitation facilities. Hershey, Pennsylvania: Milton S. Hershey Medical Center, College of Medicine, Pennsylvania State University, Department of Behavioral Science, 1978.

The materials in this booklet were developed to assist rehabilitation agencies in preparing and implementing individualized written program plans. Components of the plan include: (1) involving the client in the planning of the IWPP, (2) specifying behaviors to be dealt with, (3) scheduling staff conferences, (4) stating goals and specifying program objectives for training, (5) developing at a time framework for time necessary to achieve the goal, (6) documenting each individual's responsibility for implementation of the plan, and (7) specifying techniques to be used to bring about behavioral changes. An example of a completed IWPP is also included.

2014 Tiller, C., An activities of daily living curriculum for handicapped adults. Twin Falls, Idaho: Magic Valley Rehabilitation Services, Inc., 1978.

The goal of this 800 page, task analyzed teaching curriculum is to impart the necessary skills for independent living as well as to better prepare an individual with the training required to handle the responsibilities that accompany competitive employment. The curriculum includes such basic skills as money handling, measurement, telling time, reading, writing, cooking, shopping, personal identification, telephone use, post office use, clothing care, housekeeping, personal hygiene and grooming, and transportation. The curriculum is printed in such a manner that individuals who have no formal training in teaching skills can use the curriculum effectively in order to teach basic living skills to handicapped adults. The curriculum was developed primarily for use with moderate and borderline retarded.

2015 Botterbusch, K., Psychological testing in vocational evaluation. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1978.

The purpose of this publication is to help the evaluator wisely select and use tests within the context of the referral questions and the individualized evaluation plan. Part I contains information on why tests are used in evaluation, problems with tests, and how to select tests. Part II is a careful review of specific tests that either have been found to be successful within vocational evaluation or have this potential. Also included is a list of books on testing and statistics. Part II uses almost the same format, and may be considered as a revision of the 1973 MDC publication. Tests and Measurements for Vocational Evaluators. (No longer available from MDC.)

2020 Dahlke, M., & Douglas, R., Job description and physical demand requirements with job restructuring for the handicapped. Milwaukee, Wisconsin: Goodwill Industries of Wisconsin, 1972.

Presents a job description for each of the 256 jobs for which training exists in the Goodwill Rehabilitation Center of Milwaukee. Job description data includes a brief narrative of what the worker does and how he does it; D.O.T. title and number; General Aptitude Test Battery (GATB) qualifications profile; educational requirements; physical demands; medical requirements; what types of disabled clients can do the job; special training, experience, job skills, and knowledge required; and possible changes in tools or equipment which could be adapted to the physical limitations of the worker.

The publication is divided into the following general occupational areas: automotive, business office, clerical, contract (factory, assembly, etc.), dry cleaning, electrical, furniture, horticulture, kitchen, laundry room, mailroom, maintenance, mechanical and small engine, medical, printshop - graphic arts, sales, shoe repair, sorting and salvage, stock room, telephone, textiles, transportation, warehouse, and wares (shipping and receiving).

The job descriptions and physical demands requirements information are based on job analyses by Goodwill of Wisconsin and also from the volumes of the Department of Labor's Dictionary of Occupational Titles. All information is combined into a single page for each job.

2025 Olshansky, S., Some comments on workshop utilization. Rehabilitation Literature, 1971, 32(3), 75-77.

Discusses views of referring counselors in regard to both expectations and disappointments in workshop utilization.

2028 Lichtman, D., How to prepare a client handbook for a rehabilitation facility. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, Materials and Information Center, n.d.

Provides guidelines for the preparation of a client handbook, which may include a guide to the rehabilitation facility and rules and regulations.

2033 U.S. Department of Labor, Manpower Administration, A handbook for job restructuring. Washington, D.C.: U.S. Government Printing Office, 1970.

This handbook was developed to provide a basic guide for use in restructuring job systems in order to utilize manpower resources more efficiently. Job restructuring, as defined in this document, is a special application of job analysis that involves the identification of jobs within the context of the system of which they are a part of and the analysis and rearrangement of their tasks to achieve a desired purpose.

2061 Fry, R., Work evaluation and adjustment: An annotated bibliography, 1978 supplement. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1979.

Since 1970 the Materials Development Center has published nine annual annotated bibliographies on the literature in work evaluation and adjustment. In 1978 a comprehensive bibliography was produced which contained all 1,296 entries from the previous bibliographies, and covered the time period from 1947 through 1977. This supplementary bibliography, which contains 151 entries, includes primarily the work evaluation and adjustment literature written in 1978.

Two indexes are included to aid the user in the identification of annotations relevant to a particular topical area. The first, a KWOC title index (keyword-out-of-context) includes the titles of all documents listed in both bibliographies. Each title is listed alphabetically by significant keywords within the title. As an additional aid for the identification of relevant annotations, a subject index is also included which lists annotations according to subject areas.

2070 Cortazzo, A., A guide to establishing an activity program for mentally retarded adults. Arlington, Texas: National Association for Retarded Children, 1963.

Covers a variety of phases in the establishment and development of an activity program including organizing, operation, and suggestions for specific types of training programs.

2071 The President's Committee on Mental Retardation. Activity centers for retarded adults. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1972.

This report contains the results of a study by the President's Committee on Mental Retardation to identify and locate activity programs in the United States, analyze data with regards to personnel, administration, organization, budget and operation standards, licensing practices, and regulations on the national, state, and regional level are also examined.

2072 Cull, J., & Hardy, R., (Eds.), Vocational rehabilitation: Profession and process. Springfield, Illinois: Charles C. Thomas, 1972.

Designed as a basic overview of the rehabilitation process, this book of readings is divided into six parts. Part one traces the history of rehabilitation and considers the place of work in the American culture. Part two describes the role and function of the rehabilitation counselor. Part three discusses services provided in vocational rehabilitation including case finding, evaluation (vocational, medical, psychological, and social), techniques of counseling, and training and placement of clients. Part four looks at counselor functions in different settings - cooperative and school program, psychiatric, correctional, and blind programs. Part five focuses on client characteristics and the process of adjustment to his ability. Part six is devoted to other professionals with whom the counselor interacts.

2075 McCray. P., Learning assessment in vocational evaluation. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1979.

The purpose of this publication is to help vocational evaluators understand: (1) how the concepts of learning and performance relate to vocational evaluation, (2) why learning assessment is important and (3) how it may be incorporated into work sample testing. By understanding these concerns, vocational evaluators will gain important insight into the relationship among learning, performance, and vocational assessment and thus provide a more effective service to the clients.

2076 Tesolowski, D., Job readiness training curriculum. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1979.

The Job Readiness Training Curriculum (JRT) is designed for use in training clients in the areas of job preparation, job seeking, and job maintenance. Fifteen individual lessons cover the following topic areas: why people work and self-appraisal; finding the right job; self-expressed interests and attitudes for specific jobs; personal resume; completing an application for employment; application letter and employment examinations; using the telephone to contact an employer; acceptable and non-acceptable behaviors during an interview; job interview questions; role playing simulated interviews; maintaining a job after being hired; unacceptable behaviors on the job; acceptable work behaviors and good work habits; good grooming and getting along with the boss; and advancement on the job. Instructional materials such as work sheets, information sheets, and masters for transperancies are included with the curriculum. Audiovisual instructional materials such as 16mm films, filmstrips, and cassettes are listed for use as supplementary materials.

2077 Fry, R., Suggested publications for developing an agency library on work evaluation, adjustment, and facility management. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1979.

The Materials Development Center encourages rehabilitation facilities to establish libraries so that personnel may have convenient access to literature when needed. In order to assist in this regard, the Materials Development Center annually revises and publishes a selection of documents which it feels are the most beneficial of those currently available on the market.

This is the seventh year that "Suggestions" has been published. In previous years, the documents listed were related to vocational evaluation and adjustment services only. This year, additional documents having to do with a number of different aspects of rehabilitation facility management are also included. In addition, a number of new documents on vocational evaluation and adjustment services have been added and a number of literature which were listed in previous editions have been deleted because of non-availability or because more current and relevant documents have become available. A total of 71 documents are listed and annotated.

2078 Fry, R., Training programs in work evaluation, adjustment, and facility management. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1979.

Each year, MDC surveys institutions and agencies to identify providers of training in the areas of work evaluation, adjustment, and rehabilitation facility management. Following the survey, the above phamplet is produced which briefly describes existing degree and short-term training programs. Individuals who may be interested in such training can then contact the agencies/institutions for more detailed information.

2079 Hodgson, K., Job seeking skills: A curriculum and guide. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Vocational Development Center, 1979.

This outline presents a four and one-half day program designed to instruct individuals in ways to be more independent and successful in securing employment. The currciulum may be particularly useful for clients who may possess employment skills but who lack the placeability skills to get a job. The emphasis of the curriculum then is upon helping the individual to identify realistic skills, abilities and positive traits, and being able to present this knowledge in a positive manner to a potential employer. Topics in the training schedule include self-inventory, determining long and short range goals and objectives, communication skills, job resources, using a telephone directory, calling and preparing for an interview, understanding fringe benefits and payroll deductions, completing applications, and a grooming and hygiene review. A list of materials, primarily audiovisual, is also included which may be used to supplement the curriculum. The curriculum has been used with both handicapped and nonhandicapped populations and can be used with educable mentally retarded. Groups of four to six clients allow for greatest individualization in the program.

2080 Menz, F., Vocational evaluation with adolescents: Description and evaluation of a program with reluctant learners. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1978.

The intents of this report are to describe an optimal vocational evaluation program provided as part of a treatment of vocational and school behaviors of reluctant learners; to suggest an alternative in-school variation of that program and to summarize the effects which the original program had in reluctant learner behaviors.

2081 Menz, F., Levels of vocational needs and reinforcers in sheltered workshops. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1978.

The focus of the research was on determining the vocational satisfaction of persons with disabilities in sheltered workshops. The research identified client vocational needs, identified available reinforcers for those needs, and determined how congruent available were with the needs of the client. In it are summarized findings on patterns and levels of vocational needs among clients in sheltered workshops, patterns and levels of vocational reinforcers available in workshop environments, and the feasibility of extending the types and levels of reinforcers for clients in workshops.

2082 Coffey, D., et al., Vocational evaluator role and function as perceived by practitioners and educators. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1978.

This research project investigated vocational evaluator skills, knowledges, and abilities. Skill, knowledge, and ability statements (competencies) for vocational evaluators were identified from a pool of over 2500 statements which were synthesized to 175 statements. A questionnaire containing these 175 statements was administered to vocational evaluators, educators, and students in Region IV to determine: (1) the competency's importance to the role of the vocational evaluator; and (2) the best learning environment appropriate for each competency.

2083 Menz, F., *Vocational evaluation and client vocational attitude, competency and awareness*. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1978.

The effects of an abbreviated vocational evaluation service on client vocational awareness, attitude, and competencies were investigated. One week evaluations were provided to clients at the Waukesha, Wisconsin Division of Vocational Rehabilitation Office under an RSA demonstration project: Concentrated Assessment and Diagnosis in Rehabilitation Entrance (CADRE). The project's goal was to demonstrate the advantages of early assessment of the severely disabled in their rehabilitation. Among CADRE's primary demonstration objectives were (1) reduction of evaluation costs; (2) increasing the relevancy of evaluations in counselor-client planning; (3) reduction in the time delay between referral to and onset of evaluations; and (4) more effective utilization of community resources.

2084 Coffey, D., & Ellien, V., *Work adjustment curriculum development project: A summary*. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1979.

This monograph outlines the Work Adjustment Curriculum Development Project and attempts to summarize a one year effort of a group of leaders and workers in rehabilitation.

Research, issue papers, and conference results are presented in three sections. These reflect project activities defining the role and function of the adjustment specialist, curriculum development, and finally conference efforts at integration of all of these into final results and recommendations.

The overall goal in the Work Adjustment Curriculum Development project was to continue to advance the development of training curriculum for the Work Adjustment Specialist. The long-term outcome of the project is better trained staff and clients who are better able to adjust to the world of work.

2089 Sankovsky, R., *Evaluating rehabilitation potential of severely handicapped individuals*. Dunbar, West Virginia: West Virginia Research and Training Center, 1978.

This revised handbook was designed primarily for use by rehabilitation counselors in planning a program of evaluation for severely handicapped individuals. The information contained within, however, is very useful for vocational evaluation personnel also. Some of the topics covered include: the preliminary diagnostic study, psychological testing strategy, a list and description of some commonly used tests, how to develop a training program on psychological testing, a counselors checklist for reviewing vocational evaluation programs, a description of the work sample approach in vocational evaluation including information on some of the commercially available evaluation systems, and counselor resources for vocational evaluation materials.

2090 Brolin, D. (Ed.), *Life centered career education: A competency based approach*. Reston, Virginia: The Council for Exceptional Children, 1978.

This curriculum is concerned with three domains: daily living skills, personal-social skills, and occupational guidance and preparation. The curriculum areas are developed around 22 specific learner competencies including managing family finances, selecting and maintaining a home, caring for personal needs, raising children, buying and preparing food, clothing care, civic activities, recreation and leisure, mobility, self-awareness, self-confidence, socially responsible behavior, interpersonal skills, independence, problem solving, communicating, occupational possibilities, work habits and behaviors, occupational skills and maintaining employment. Each competency is broken down into sub competencies and then into learner objectives. Activities and strategies are suggested for each learner objective. Backing up the activities section is an extensive list of commercially available materials referenced by domain.

2091 Chipouras, S., et al., *Who cares? A handbook on sex education and counseling services for disabled people*. Washington, D.C.: George Washington University, Sex and Disability Project, 1979.

This handbook is organized into sections. The first section discusses the current state of the art in regard to sex education for the disabled and also relates to research results. Sections II through V provide specialized information which applies to disabled consumers, counselors, and other service providers, trainers and policy makers. The appendices provide resource listings, survey reports, bibliographies, and other sexually relevant materials.

2092 Brubaker, D., A dialogue on certification of vocational evaluators and adjustment services (work adjustment) specialists. *Vocational Evaluation and Work Adjustment Bulletin*, 1979, *12*(1), 2-3.

Presents some considerations in favor of not certifying vocational evaluation and work adjustment personnel primarily in view of the author's position that the field has not yet established itself as a profession.

2093 Backman, M., Lynch, J., & Loeding, D., The factor structure of the Micro-TOWER Work Samples. Vocational Evaluation and Work Adjustment Bulletin, 1979, 12(1), 7-10.

This study was designed to answer the question: Do the Micro-TOWER work samples measure the aptitudes they were designed to measure? To answer this question a factor analysis was performed on the scores of 903 rehabilitation clients who had taken the Micro-TOWER work samples. Five factors emerged from the analysis: Clerical Perception, Motor Skills, Verbal Ability, Spatial Perception, and Numerical Ability. These five factors accounted for 81% of the variance, with the first factor, Clerical Perception accounting for 52%. The results reveal that the Micro-TOWER work samples do measure the aptitudes they were designed to measure and lend support for the use of Micro-TOWER as a means for assessing aptitudes in the five vocational areas. Implications for use in placement and training are discussed.

2094 Dial, J., et al., Predictive validation of the abbreviated McCarron-Dial Evaluation System. Vocational Evaluation and Work Adjustment Bulletin, 1979, 12(1), 11-18.

An investigation of the predictive validity of the McCarron-Dial Evaluation System (MDS) was conducted to describe the relationship between the evaluation results and vocational program outcome after a one year interval. A randomly selected group of 57 neuropsychologically disabled persons referred for work evaluation in three different rehabilitation facilities in Texas comprised the sample. The abbreviated evaluation instruments (predictor variables) included measures of 1) verbal-cognitive skills (WAIS and PPVT), 2) sensory skills (BVMGT and HVDT), and 3) motor skills (MAND). The vocational placement levels (criterion variables) consisted of a determination of the individual's actual program level which was conceptualized on a continuum of low to high functioning behaviors. The continuum of vocational program ranges included daycare, work activity, lower extended, upper extended, transitional and community placement. The research results suggest that the abbreviated MDS measures of verbal-cognitive, sensory, and motor function may provide valid data from which estimates of a person's program outcome may be derived.

2095 Hansen, G., & Menz, F., Effects of norms and client performances on occupational decisions. Vocational Evaluation and Work Adjustment Bulletin, 1979, 12(1), 19-21.

This research project investigated the use of different types of norms for occupational decisions made by vocational evaluators. The primary questions investigated were: (1) What effect does the type of norm referenced have on clinical decision-making, and (2) What effect does the level of client performance have on clinical decision-making.

Members of the Vocational Evaluation and Work Adjustment Association (VEWAA) were mailed a case study and asked to decide whether they would recommend that the person (1) seek employment in a specific occupation, (2) receive training in that occupation, (3) be further evaluated in that occupation, or (4) not be considered for that occupation.

2096 Sigelman, C., Morris, B., & Danley, W., An evaluation of vocationally-related performance among low IQ clients. Vocational Evaluation and Work Adjustment Bulletin, 1979, 12(1), 22-26.

A comprehensive vocational assessment battery was administered to 43 clients at a rehabilitation unit in order to compare the performances of males and females and three IQ groupings (40-54, 55-69, and 70-84). There were relatively few differences between the sexes in vocationally related performances, and surprisingly relatively few differences between IQ groups - although IQ group differences were generally in the predicted direction - except on a paper-and-pencil measure of prevocational and social knowledge. The fact that only three of 39 measures significantly distinguished between the mildly retarded (IQ 55-69) and persons in what was formerly defined as the "Borderline" range of retardation (IQ 70-84) has important implications for proposed policies in rehabilitation which would deny eligibility to persons in the 70-84 IQ range if they do not have disability other than deficient intellectual and adaptive functioning.

2097 Godley, S., (Ed.), Rehabilitation newsletters and periodicals for the practitioner and consumer. Vocational Evaluation and Work Adjustment Bulletin, 1979, 12(1), 27-28.

Lists rehabilitation related newsletters and periodicals along with short description of each, publisher, and subscription costs.

2098 Zimmerman, B., VITAS. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1979, 12(1), 29-31.

Describe the VITAS (Acronym for vocational interest, temperament and aptitude system) developed by the Vocational Research Institute, a division of the Jewish Employment and Vocational Service, Philadelphia. VITAS is comprised of 21 work samples which are related to 15 worker trait group arrangements of Volume II of the 1965 edition of the Dictionary of Occupational Titles.

2099 Baker, R., A response from a VE and WA educator. Vocational Evaluation and Work Adjustment Bulletin, 1979, 12(1), 4-6.

The author replies to the article by David Brubaker (1979) which presents arguments against certification of vocational evaluation and work adjustment personnel. Baker argues Brubaker's points and presents some additional concerns for delaying the certification process.

2100 Behm, L., & Jesperson, M., The alphabet - telephone book program. Salt Lake City, Utah: Columbus Community Center, 1979.

Objectives of this training package are to recognize all upper and lower case block letters, recitation of the alphabet, and improve the student's skill in using the alphabet. At the completion of the program, the client should be able to use the telephone book, dictionary, and encyclopedia.

2101 Iverson, S., Time study techniques. Salt Lake City, Utah: Columbus Community Center, 1978.

This manual provides instruction in time study techniques. Uses of time study information include the following: that wages being paid to clients are commensurate with local wages, and to modify and break-down a particular job into several tasks.

2102 Behm, L., Telephone usage program. Salt Lake City, Utah: Columbus Community Center, 1979.

The emphasis of this program is on providing experiences with the telephone that are commonly met in every-day telephone usage. Objectives as to (1) teach the student the mechanics of using the telephone; (2) to develop poise and the ability to handle various telephone situations; and (3) provide an opportunity to develop social skills through group interaction.

2103 Rudert, W., & Behm, L., Money and change program. Salt Lake City, Utah: Columbus Community Center, 1979.

The purpose of this instructional program is to teach skills in money denomination identification and change making.

2104 Rickerson, P., & Nielsen, J., The job interview training program. Salt Lake City, Utah: Columbus Community Center, 1977.

The Job Interview Training Program (JITP) was constructed for use with a variety of populations ranging from educable mentally retarded adults to high school graduates. The objectives are to (1) to generate a more positive "self-image" in the individual so that his work attitude is characterized by performance ability rather than disability; and (2) to train the individual to utilize methods which explain and demonstrate his ability by teaching him what to do and say during the job interview so that he presents himself in the most advantageous manner. Pre and post tests, discussion items and curriculum are included.

2105 Tiller, C., A picture cook book of food preparation for mentally handicapped adults. Twin Falls, Idaho: Magic Valley Rehabilitation Services, Inc., 1977.

This cookbook can be used by readers or nonreaders. A detailed task analysis, with pictures as well as captions, is given for the preparation of each food. Sections include foods requiring no mixing, foods requiring mixing, foods requiring boiling, foods requiring frying, and foods requiring baking.

2106 Glover, B., & Johnson, B., An approach to vocational evaluation for the severely developmentally disabled. Greenwood, Florida: Jackson County Association for Retarded Citizens, 1979.

Describes a program of vocational evaluation of the severely developmentally disabled. Sections include: philosophy and objectives; client referral and eligibility data (intake staffing, referral information, questions for evaluation, individual written evaluation plan, client contract and orientation process); audiological screening; basic skills tests; definitions of worker characteristics; work samples; retesting; additional supporting data (situational assessment, work habits rating sheet, final vocational evaluation report, post-staffing, and follow-up procedure).

2107 VDARE Service Bureau, Vocational diagnosis and assessment of residual employability VDARE TRAINING MANUAL. Atlanta: Georgia: Olde Kalb Press, 1979.

The VDARE process is a tool for vocational professionals to translate client/employee case data into terms that lead to accurate predictions of functioning potential.

2115 Beziat, C., et al., World of work. College Park, Maryland: University of Maryland, Department of Industrial Education Center of Rehabilitation and Manpower Services, 1979.

Provides a listing of occupations performed by mentally retarded individuals. Occupations contained in the World of Work are arranged in six clusters based upon the worker/work environment typology of John Holland. The document is designed as an aid to be used by professionals in matching mentally retarded clients to appropriate kinds of work.

2116 Backer, T., Client assessment: A manual for employment and training agencies. Los Angeles: Edward Glaser and Associates, 1979. (Available NTIS)

This volume provides information employment and training agencies can use in (1) developing or operating client assessment programs; and (2) identifying, adapting or developing special assessment techniques for severely disadvantaged clients. Included also: an overview of current assessment practices in local employment and training agencies, including some fairly detailed descriptions of existing assessment programs; guidelines for developing assessment programs, organized around a planning checklist for program developers; a brief review of standard assessment techniques such as the GATB and Strong-Campbell Interest Inventory--devices now widely used in employment and training agencies; a catalog or review of special assessment techniques for use with severely disadvantaged clients with descriptions in capsule form using a standard format; information resources for assessment program developers, resources regarding assessment of the disabled, books, journal articles, research reports, clearinghouses, and other information resources.

2117 Sink, J., et al., Competencies related to the work of the rehabilitation counselor and vocational evaluator. Athens, Georgia: University of Georgia, University of Georgia Printing Department, 1979.

A survey and study was conducted to determine the competencies related to both the rehabilitation counselor and the vocational evaluator. The results will be useful primarily in the development of competency based university rehabilitation education programs.

2118 Karan, O. (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1978.

This volume contains a compilation of position papers, program descriptions, research reviews, and research investigations completed at the Research and Training Center in Mental Retardation at the University of Wisconsin-Madison. The purpose of the research activities was to develop and evaluate habilitation/rehabilitation procedures for use with difficult developmentally disabled persons.

Some of the topic areas include: graduated and sequential habilitation programming, obstacles to vocational normalization, behavior management and social skills in training with the mentally retarded, a review of education curriculum for severely and profoundly handicapped, the use of extended evaluation for mentally retarded clients, establishing adequate production and appropriate work related behaviors for developmentally disabled clients with no previous work experience, problems of behavioral programming in the real world, job seeking skills curriculum for developmentally disabled adults, and a social curriculum with a vocational orientation.

2119 American Foundation for the Blind. A step-by-step guide to personal management for blind persons. New York: Author, 1974.

A curriculum guide for teaching personal care for blind persons which includes instructions in the following areas: hygiene, grooming, cosmetics, clothing, general house care, kitchen, child care, and social graces.

2120 Stodden, R., Ianacone, R., & Lazar, A., Occupational interests and mentally retarded people: Review and recommendations. Mental Retardation, 1979, 17(6), 294-298.

This article reviews several studies regarding the choice of occupational interests for the mentally retarded adolescent. Concerns about current evaluation practices are discussed and recommendations are offered for a client centered, developmental model making the evaluation of occupational interests a viable part of the client's career/vocational development process.

2121 Rosenberg, H., Job satisfaction and social interactions of mildly retarded males in uni- and mutli- disability workshops. Journal of Applied Rehabilitation Counseling, 1979, 10(4), 204-207.

Thirty mildly retarded males from uni-disability workshops and thirty mildly retarded males from multi-disability workshops were administered a job satisfaction questionnaire and a social interaction scale. Results indicated differential patterns of job satisfaction and dissatisfaction as well as different social interaction patterns between groups. The more "normalizing" effect of the multi-disability workshop where retarded trainees have the opportunity to model socially acceptable work values and behaviors from physically handicapped trainees and staff are revealed.

2122 Berven, N., & Maki, D., Performance on Philadelphia JEVS Work Samples and subsequent employment status. Journal of Applied Rehabilitation Counseling, 1979, 10(4), 214-218.

The present study investigated the relationship between performance on JEVS work samples and subsequent employment status. Subjects were 233 rehabilitation clients who had completed one or more of the JEVS work samples and whose cases had been closed by the state rehabilitation agency. For seven of 20 work samples investigated, clients who performed at a higher level were more likely to attain competitive employment. The results suggested that the seven work samples provide relevant information about client employability. The extremely limited validity data on commercially available work sample systems and the critical need for research in this area are emphasized.

2123 Kurz, F., Correlates and predictors of absenteeism among sheltered workshop employees. Journal of Applied Rehabilitation Counseling, 1979, 10(4), 219-223.

The purpose of the study was to examine how some factors strongly related to absenteeism in competitive employment are related to absenteeism in sheltered workshop settings. A secondary aspect was to estimate the best predictor(s) of absenteeism from the independent variables studied.

2124 McCray, P., An interpretation of VEWAA/CARF work sample standards. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1979.

The Vocational Evaluation and Work Adjustment Association (VEWAA) has developed minimum standards to be applied to work samples. These standards have been adopted by the Commission on Accreditation of Rehabilitation Facilities (CARF) because the provide a sound basis for the development of reliable work samples.

The purpose of this publication is to review each of the work sample standards as well as provide insight and understanding into the underlying purposes of the guidelines. With this information in mind, vocational evaluators and program administrators should be able to better assess the effectiveness and quality of their work samples with regard to: (1) meeting the needs of their clients and referral sources in terms of using valid and reliable assessment techniques, and (2) satisfying professional standards as well as CARF accreditation standards for vocational evaluation programs. In addition, the guidelines should serve as a valuable reference for selecting work samples which satisfy these requirements and, therefore, are most likely to provide reliable and valid information as to client capabilities and limitations.

2125 Sligar, S., & Culpepper, S., Vocational evaluation - deafness. Journal of Rehabilitation of the deaf, 1979, 13(1), 1-8.

A discussion of various aspects in the evaluation of the deaf, with emphasis on the importance of the initial evaluation period, feedback from placement, regarding the deaf, client's actual adjustment to work, level of independent living skills, and the use of industrial engineering knowledge.

2127 Beckham, T., et al., Curriculum for teaching trainable mentally retarded and developmentally disabled students. Corvallis, Oregon: Curriculum Division, Special Services Department, 1977.

This is a curriculum to guide teachers in programming for students who are developmentally disabled or trainable mentally retarded. Seven categories include: self-help skills, language skills, socialization skills, motor development skills, basic academic skills, home living skills, and vocational skills.

2129 Office of Technical Support, Guide for occupational exploration. Washington, D.C.: U.S. Department of Labor, Employment and Training Administration, 1979.

The Guide is intended for use by vocational counselors and other individuals to assist with career and occupational exploration. It groups thousands of occupations in the world of work by interests, abilities, and traits required for successful performance. Descriptive information is provided for each work sample to assist the individual in reviewing, understanding, and evaluating his or her own interests and potentials and relating them to pertinent fields of work. Within these areas, individuals can then identify those work groups whose job requirements are most closely related to the individual's skills and potentials. The data in the publication are organized into 12 interest areas, 6 work groups, and 348 subgroups.

2130 Employment and Training Administration. Conversion table of code and title changes third to fourth edition, Dictionary of Occupational Titles. Washington, D.C.: U.S Department of Labor, Author, 1979.

This conversion table is designed for users of the Dictionary of Occupational Titles (DOT) in converting codes and titles from the third edition of the dictionary to codes and titles in the fourth edition. Section I converts three digit occupational group codes and titles from the third to the fourth edition. Section II lists each third edition nine digit code and the corresponding fourth edition nine digit code. Section III lists fourth edition codes and titles for occupational definitions that do not appear in the third edition. Section IV provides information on master and term titles.

2131 Council of Floor Supervisors of the Pennsylvania Association of Rehabilitation Facilities, Inc., Orientation model for workshop supervisors in rehabilitation settings. Camp Hill, PA: Author, 1979.

The purpose of this publication is to provide a model for new workshop supervisors with the information they need to perform in their occupation, as well as serve as a reference after the initial orientation is completed. Some orientation topics include: dual role of supervisors in rehabilitation, responsibilities in regard to safety, emergency situations, staffing, goal planning, confidentiality, and evaluation.

2132 Gerber, N., The job worksite: An additional resource in preparing psychiatric clients for job placement. Journal of Rehabilitation, 1979, 45(1), 39-41.

Describes the job worksite approach in which psychiatric clients were placed in non-supervised and semi-supervised positions in business and industry for the purpose of transition from the workshop to everyday competitive work.

2133 Rubin, S., & Porter, T., Rehabilitation counselor and vocational evaluator competencies. Journal of Rehabilitation, 1979, 45(1), 42-45.

The purpose of this paper is to report a summary of a conference in which the focus was to (1) identify and evaluate the competencies needed by rehabilitation counselors and/or vocational evaluators, and (2) determine the location of training for each competency.

2134 Maki, D., et al., A systems approach to vocational assessment. Journal of Rehabilitation, 1979, 45(1), 48-51.

Clients receive services through a delivery system that contains the following ordered components: INTAKE, ASSESSMENT, SERVICES OUTCOMES. The model presented here describes the ASSESSMENT component as a subsystem within service delivery. Simultaneously, ASSESSMENT is itself a system composed of certain subsystems.

The systems approach to vocational assessment described here provides step-by-step guidelines for comprehensive and efficient information-gathering aimed at generating a course of action. This is a generic model that accommodates the interdisciplinary nature of vocational rehabilitation. It provides a common framework for each of the rehabilitation team members involved with a client.

2135 Malgady, R., Language factors in vocational evaluation of mentally retarded workers. American Journal of Mental Deficiency, 1979, 83(5), 432-439.

Vocational teachers described maladaptive social behavior of retarded workers in vocational training classrooms and sheltered workshops. A rating scale was developed from 28 items measuring unacceptable language behavior. Patterns of language behavior of retarded workers were factor analyzed, yielding two primary dimensions: verbal manners and communication skills. Results suggested the need to remediate maladaptive verbal behavior in sheltered or educational settings and to assign workers to jobs in accordance with their communication skills.

2136 Pinto, R., An evaluation of job interview training in a rehabilitation setting. Journal of Rehabilitation, 1979, 45(2), 71-76.

Seven clients referred to a rehabilitation center for vocational rehabilitation participated in two job interview training sessions. A social skills training procedure that included instructions, modeling, discussion, behavior rehearsal and feedback was used. Eight target behaviors, eye contact, posture, voice affect, voice loudness, positive personal statements, positive work related statements, interviewee initiated statements and speech disturbances were presented in two two-hour training sessions, each focusing on four behaviors. Three simulated job interviews were conducted and video-taped for assessment. Timed, rated and frequency measures were extracted from the video-taped interviews. Training resulted in expected changes in six of the eight behavioral areas.

2137 Tesolowski, D., & Halpin, G., Modifying work personalities of the handicapped. Vocational Guidance Quarterly, 1979, 27(4), 334-340.

The purpose of this study was to provide evidence regarding the effectiveness of job-readiness training in facilitating more positive worker personality characteristics. Specifically, the objective was to determine whether or not work personality characteristics of physically handicapped, sheltered workshop employees participating in a job readiness training program were significantly different from work personality characteristics of physically handicapped sheltered workshop employees not participating in a job readiness training program.

2138 Barber, G., Ryan, T., & Scully, T., Individualized vocational/career training manual. Erie, PA: Barber Center Press, 1978.

Describes the components of the vocational/career training program at the Gertrude Barber Center.

2139 Dickson, M., Job seeking skills program for the blind. Journal of Visual Impairment and Blindness, 1979, 73(1), 20-25.

A job seeking skills program which emphasizes active client participation is described which includes client self-evaluation, occupational exploration, preparation of a resume, letters of application, job hunting techniques, interview behavior, problems on the job, and financial management.

2140 Cohen, C., & Drugo, J., Test-retest reliability of the Singer Vocational Evaluation System. Vocational Guidance Quarterly, 1976, 25(2), 267-270.

This article reports an attempt to establish reliability of the Singer Vocational Evaluation System (SVES) through a test-retest research design with an EMR population. Method results and discussion included.

2141 Abrams, M., A new work sample battery for vocational assessment of the disadvantaged. VITAS. Vocational Guidance Quarterly, 1979, 28(1), 35-43.

This article describes and discusses the development of a work sample battery (VITAS) designed for assessment of vocational aptitudes, interests, and temperament in a disadvantaged client population.

2144 Levanthal, R., & Fritschel, J., Developmental skills checklist. Elmwood, Wisconsin: Unified Services of Western Wisconsin, 1979.

The Developmental Skills Checklist is made up of a number of items which together or in groups of items can be used to identify what a person does and what skills a person needs to develop through training.

2145 Coffey, D., Vocational evaluator competencies and their relative importance as perceived by practitioners and educators in vocational evaluation. (Doctoral dissertation, Auburn University, 1978.)

The identification and cataloging of vocational evaluator competencies was the primary issue in this study. The professional competencies to be identified were those considered to be important for beginning practicing vocational evaluators. There was also a perceived need for an orderly and meaningful structure of these competency statements. A secondary problem, particularly as certification has become a professional issue, was the determination of the relative importance of these statements as viewed by selected groups involved in the field of evaluation.

2146 Georgia Department of Human Resources, Rehabilitation Facilities Section, Manual Department Committee, Report Writing: Vocational evaluation. Atlanta, Georgia: Georgia Department of Human Resources, Rehabilitation Facilities Section, 1976.

This manual was developed to help insure that vocational evaluation reports meet minimum standards and can be easily interpretated by other professionals. Sections include: technical in format discussion of major captions, a vocational evaluation report, critique, and a sample report.

2147 Sink, J., & McCroskey, B., Improving the quality and effectiveness of rehabilitation facility services through research. Vocational Evaluation and Work Adjustment Bulletin, 1979, 12(2), 24-27.

The authors contend that facilities must begin to prepare to show their effectiveness if they expect to continue to receive tax dollars. Research, done on the appropriate level, can do much to assist facilities in demonstrating their effectiveness. Three studies are presented in this article to satisfy funding sources, demonstrate facility effectiveness, and improve services.

2148 Parham, J., Current trends in evaluation, adjustment, and training of the mentally retarded. Vocational Evaluation and Work Adjustment Bulletin, 1979, 12(2), 17-23.

Abstract: Comprehensive coverage and the provision of quality services are the unifying elements of current trends in the evaluation, adjustment, and training of the mentally retarded. Quality services, as insured by legislation, litigation, and accreditation, are complimented by the provision of comprehensive services through early and longitudinal intervention. Accurate classification and appropriate decisions regarding the habilitation of individuals are dictated by methods of diagnosis and evaluation. The selection of these diagnostic and evaluative procedures is based primarily on two conflicting philosophies: the selection/rejection (competition) philosophy and the maximum-manpower-used philosophy. In reviewing the selection procedures, several general evaluation guidelines are suggested. The vocational evaluator or work adjustment specialist must realize that while noting individual weaknesses, problems or needs - and elimination of deviance is important - the noting and building on strengths and competencies is required to complete the normalization process.

2149 Lytel, R., Physical demands analysis: Moving towards a recognition of accommodation. Vocational Evaluation and Work Adjustment Bulletin, 1979, 12(2), 11-16.

One specialization within job analysis is the identification of physical demands. The traditional checklist model of physical demands analysis developed during WW II does not take into account the concept of accommodation and this is outmoded in current rehabilitation practice. A changing emphasis towards recognizing accommodation can be seen in more recent analysis methods. Based on the author's experience, it is suggested that placing physical demands within the framework of a functional job description will make it easier to evaluate the significance of physical demands and suggest accommodations.

2150 Hill, J., Wehman, P., & Combs, J., Use of self-administered reinforcement to increase work production behavior. Vocational Evaluation and Work Adjusment Bulletin, 1979, 12(2), 7-10.

This study presents two examples of the application of self-administered reinforcement by adults with mental retardation in order to increase their work production in a simulated sheltered workshop setting.

2151 McCray, P., Learning assessment in vocational evaluation. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1979, 12(2), 30-31.

Reviews the publication entitled Learning Assessment In Vocational Evaluation. Covers the following: how the concepts of learning and performance relate to evaluation, offers a rationale as to why learning assessment is important, and provides a practical methodology for incorporating learning assessment into a vocational evaluation program.

2152 Vash, C., Sheltered industrial employment. Washington, D.C.: Institute for Research Utilization, 1977.

This document is intended to provide a state-of-the-art of worldwide experience and conceptualizations regarding accommodated or sheltered employment in both the segregation and mainstream worlds at work. Topics covered in the introduction include the following: definitions, legal background, consumer views and demands, philosophical perspectives, wage versus welfare, and alternatives. Chapter 2 provides information on segregated employment opportunities, to the limited extent that they offer pure opportunities for employment rather than rehabilitation services. Chapter 3 provides information on worldwide experience with mainstream employment. Chapter 4 provides a brief sampling of information on American experience relating to the role of industry in preparing disabled people for work in mainstream settings. All chapters emphasize experience relevant to workers with disabilities so severe that accommodation or shelter is required for them to work. Chapter 5 presents considerations for the future and some ideas, conclusions, and suggestions for how the body of experience described might be used in planning future action. An annotated bibliography is included.

2153 Lytel, R., The determination of job related physical demands. Alameda, California: Alameda County Personnel Department, n.d.

Reports the results of a grant to study the physical demands of county job classifications, the purpose being to gather data to promote employment opportunities of the physically disabled. This was accomplished by the development of a technique to analyze the physical demands of the positions. The first section describes three strategies for placing the disabled, discusses Regulation 504, and provides a background on the development of the analysis technique. Section two explains the process used to gather physical demands information. Section three covers general points in interviewing and takes the reader through a step-by-step description of the analysis method.

2154 Mallik, K., Job analysis (or job task analysis). Washington, D.C.: George Washington University, Job Development Laboratory, n.d.

Explains the usefulness of and methods for gathering job analysis data.

2156 Hester, E., & Taylor, S., Vocational exploration guidance and assessment system. Chicago: Goodwill Rehabilitation Center, 1975.

Describes the VEGAS system, a four week vocational exploration guidance and assessment program.

2157 DuRand, L., & DuRand, J., The affirmative industry. St. Paul, Minnesota: Minnesota Diversified Industries, 1978.

This manual details the philosophy, management, operations, sales and marketing, and finance for Minnesota Diversified Industries, a rehabilitation organization in Minnesota which stresses affirmative action in the employment/rehabilitation of its employees.

2158 Roessler, R., & Means, B., Personal achievement skills training for the visually handicapped. Fayetteville, Arkansas: University of Arkansas, Arkansas Rehabilitation Research and Training Center, 1977.

Personal achievement skills training for the visually handicapped is a structured group counseling approach for clients in the areas of interpersonal skills and problem solving. An audiotape is included with the manual.

2159 Sankovsky, R., Relating the client or worker to the work environment through behavioral technology. Paper presented at the Think Tank Conference on Work Adjustment, Rehabilitation Training Project, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, New York, August, 1975.

This paper addresses itself to some of the behavioral technology identified or used in rehabilitation settings to prepare a handicapped individual for the world of work. Three approaches to solving adjustment problems are discussed: the informational or experiential approach, the counseling or verbal intervention approach, and the behavioral intervention approach.

2160 Schalock, R., Basic skills screening test standardization manual. Hastings, Nebraska: Mid-Nebraska Mental Retardation Services, 1979.

Companion document to bibliography item 1846 - Basic Skills Screening Test. Provides instructions for use of the test and includes standardization information.

2161 Schalock, R., Independent living screening test: Standardization manual. Hastings, Nebraska: Mid-Nebraska Mental Retardation Services, 1979.

Companion document to bibliography item 1844 - Independent Living Screening Test. Provides instructions for use of the test and includes standardization information.

2162 Alfred, W., An inventory of job options for persons with upper extremity impairments and less than a college education. Houston, Texas: Baylor College of Medicine, Rehabilitation Research and Training Center, 1979.

Contains an inventory of jobs which have been performed successfully by persons with upper extremity impairments and with less than a college education. Potential uses listed include: for use in developing job options or placement goals, for use by vocational evaluators in developing appropriate work samples for persons with upper extremity impairments, for use by rehabilitation engineers to identify jobs which can be modified, for business personnel to determine what types of jobs are available within their companies for handicapped, and finally, for the handicapped to use to learn about the range of job options available.

2163 Ritter, J., Introduction to rehabilitation. St. Louis, Missouri: C. V. Mosby Company, 1979.

Intended to serve as an overview of rehabilitation as practiced in the United States. This book reflects past and present state of the art in the public-private rehabilitation program. Section one provides background in format - history, philosophy, etc. Section two describes rehabilitation clients, medical terminology, and disabling conditions. Section three describes rehabilitation methods, including an overview of current vocational evaluation techniques.

2164 Appalachia Educational Laboratory, Worker trait group index to the Encylopedia of Careers. Bloomington, Illinois: McKnight Publishing Company, 1978.

This index can be used to locate occupational information in the Encylopedia of Careers (J. G. Ferguson Co.- publisher) which are related to worker trait groups from the Dictionary of Occupational Titles (4th edition).

2165 Appalachia Educational Laboratory, Worker trait group index to the Occupational Outlook Handbook. Bloomington, Illinois: McKnight Publishing Company, 1978.

This index can be used to locate occupational information in the Occupational Outlook Handbook (U. S. Department of Labor - publisher) which are related to worker trait groups from the Dictionary of Occupational Titles (4th edition).

2166 Crewe, N., Athelstan, G., & Bower, A., Employment after spinal cord injury: A handbook for counselors. Minneapolis, Minnesota: University of Minnesota, Department of Physical Medicine and Rehabilitation, 1978.

The purpose of this publication is to generate new ideas about employment options available to quadriplegics and paraplegics. Some of the chapter topics include: methods for enhancing employability (personnel adjustment, living arrangements, etc.) job modifications, vocational possibilities, and vocational bibliographies of spinal cord injured individuals. Appendices include: jobs requiring minimal physical abilities, jobs requiring limited general education, and jobs requiring limited specific vocational preparation.

2167 Karan, O., Graduated habilitation programming for the severely developmentally disabled. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

Describes the Crisis Intervention Center at the Research and Training Center, Madison, Wisconsin, in which clients who have been declared ineligible for VR services are about to be terminated, or are not considered to be suitable for VR services, are provided services within a clinical applied research framework in which the primary emphasis is placed on the assessment treatment and adjustment of the client.

2168 Jones, S., Sequential habilitation training: Stepping into the community. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

The program described is conducted at the Central Wisconsin Center for the Developmentally Disabled in Madison, Wisconsin. All residents are severely/profoundly retarded. A sequential vocational training program attempts to prepare severely and profoundly retarded adolescents and adults for entrance into community sheltered workshops and eventual community living situations.

2169 Andriano, T., The volunteer model of vocational habilitation as a component of the deinstitutionalization process. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

A new direction in volunteerism is suggested which would enable some institutionalized persons to reverse their roles as recipient by assuming an active position as a community volunteer. A demonstration project which used a non-profit organization as a setting in which mentally retarded adolescents and adults served as volunteers is presented.

2170 Bernstein, G., & Karan, O., Obstacles to vocational normalization for the developmentally disabled. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

Obstacles which interfere with the successful vocational rehabilitation of severely developmentally disabled persons are identified, discussed, and recommendations made for reduction or elimination of such obstacles.

2171 Bates, P., & Wehman, P., Behavior management with the mentally retarded: An empirical analysis of the literature. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

The purpose of this article is to provide a descriptive analysis of behavior management research studies which have been performed with mentally retarded subjects. The review included articles published within a recent five year period. An analysis provides a representative sample of behavior management, problems which are frequently characteristic of the mentally retarded.

2172 Bates, P., & Harvey, J., Social skills training with the mentally retarded. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

The first purpose of this paper is to review the research conducted during the last ten years which has involved social skills training with the mentally retarded. A second purpose is to propose a conceptual model of social skills.

2173 Karan, O., Extending vocational habilitation programming aids beyond the training setting: Methods for maintaining training gains in severely developmentally disabled adults. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

Presents a discussion of the ability of professionals to train clients in skill development and the problem of maintaining these skills in other places following the actual training.

2174 Schloss, P., Programmatic and ecological influences on adaptive behavior in competitive employment. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

This paper examines two major elements which may promote the success of an individual moving from sheltered to competitive. The first is the identification and utilizing of procedures which will enhance generalization to competitive employment. The second is the possible restructuring of job placements to insure that the employment environment is capable of maintaining and strengthening adaptive work behaviors.

2175 Robertson, J., et al., Woodworking skill acquisition: A multiple baseline demonstration of program effectiveness. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

The purpose of this study was to empirically investigate six woodworking programs involving profoundly retarded young adults. Program adaptations described include increasing incentives, breaking task components into smaller units training only one step of the sequence at a time using a backward chaining strategy increasing the number of training sessions altering equipment and materials for training, and revising the data collection procedure.

2176 Clees, T., Renzaglia, A., & Bates, P., Decreasing a workers off task behavior via a contingent work withdrawal strategy: The Tom Sawyer effect. In O. Karan (Ed.)., Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

Describes a study to demonstrate the utility of a work withdrawal strategy for decreasing work competing behavior. Also reviews literature which has studied other approaches to develop work behaviors with the severely and profoundly retarded.

2177 Bates, P., Renzaglia, A., & Clees, T., The effect of self-administered reinforcement and a changing criterion design on the work production rate of a profoundly retarded worker. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

A case study is described in which the client self-administered reinforcement upon completion of a unit task (pennies). The criterion was then changed so that the client had to complete a predetermined number of unit tasks in a certain period of time in order to self-administer the reinforcement.

2178 Bates, P., Renzaglia, A., & Clees, T., The effect of a changing criterion on work production and task attention. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

Describes a case study in which a client's work production and attention to task was increased through changing criterion design.

2179 Bates, P., Renzaglia, A., & Clees, T., The effect of a changing criterion design on production quantity and quality: The utility of a double criterion contingency. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

A case study described which demonstrates the effectiveness of a changing criterion design for both quality and quantity of production.

2180 Karan, O., et al., A model of extended evaluation for severely handicapped developmentally disabled persons. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

This paper presents an evaluation model which provides a close and interactive conceptual link between the evaluation and treatment process. Use of this model requires that the evaluator: (1) identify the behavior to be evaluated, (2) specify the environmental setting and the conditions within that setting in which the assessment will be conducted, (3) identify the appropriate behavior(s) required in the particular setting and (4) select an appropriate method for observing the client's behavior. Appendices are included which can be used as aids in identifying problems, assessment strategies, treatment strategies, and a program and trouble shooting checklist.

2181 Harvey, J., et al., Establishing adequate production and appropriate work related behaviors in a multiply handicapped developmentally disabled adult with no previous work experience. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

A method of serving the severely developmentally disabled with specific reference to vocational evaluation is demonstrated through a case study incorporating training of required skills and behaviors as an integral part of the program.

2182 Harvey, J., VanMarche, D., & Karan, O., The use of self-prepared feedback, social incentives, and high preference activities for increasing production rate of a chronically underachieving worker. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

In this study the client brought his daily production record to the supervisor, calculated his own hourly rate, and plotted his daily performance on a graph. Production increased over the experiment's time period.

2183 Harvey, J., et al., An ecological behavioral perspective for improving the work habits of a moderately retarded woman. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

In this study work behavior change was achieved through a cooperative effort involving reinforcement by both workshop personnel and personnel in the client's residential setting.

2184 Fraser, V., et al., The real problems of behavioral programming in the real world: The case of the accidental withdrawal design. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

This case illustrated how an apparently successful intervention was inadvertently reversed due to changes in staff. A second change in staff brought personnel who successfully reactivated the program.

2185 Walter, J., Schloss, P., & Bernstein, G., A job seeking skills curriculum for developmentally disabled adults. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

This section contains a curriculum designed to teach independent job seeking skills needed for employment. Sections include: investigation of individual job interests, tapping resources for job leads, calling for an interview, writing a letter of application, preparing a basic resume, completing a job application form, and preparing for an interview.

2186 Bernstein, G., & Schmidt, R., A social skills curriculum with a vocational orientation. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

The program described is designed to teach social skills necessary to maintain unskilled and semiskilled employment. Training techniques utilized include instruction, modeling, rehearsal, and feedback.

2187 Harvey, J., The potential of relaxation training for the mentally retarded. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

This paper discusses a practical method for teaching diaphragmatic breathing, a procedure that has been found to be useful in achieving relaxation.

2188 Harvey, J., et al., Relaxation training and cognitive behavioral procedures to reduce violent temper outbursts in a moderately retarded woman. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

In this article, relaxation training and cognitive behavioral procedures serve as parts of a training package for establishing self-control in a moderately retarded woman prone to violent temper outbursts.

2189 Harvey, J., & Berry, D., The applied use of electromyographic biofeedback based relaxation training with developmentally disabled adults: A pilot study. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

The following report presents the results of a pilot study in which two mentally retarded individuals were given instructions in the self-regulation of anxiety via treatment including breath control relaxation training, EMG biofeedback and cognitive coping procedures.

2190 Brolin, J., & Webster, D., Job modification in vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1979, 11(3), 7-12.

This article defines job modification in vocational rehabilitation and discusses its implications for vocational evaluators. Four methods of modification are discussed: modifying the environment, modifying the process, modifying the machine, and modifying the man.

2191 Cuvo, A., Validating task analyses of community living skills. Vocational Evaluation and Work Adjustment Bulletin, 1978, 11(3), 13-21.

A model for analyzing and validating tasks relevant to community living is presented and discussed.

2192 Coffey, D., & Hansen, G., Vocational evaluator role clarification. Vocational Evaluation and Work Adjustment Bulletin, 1978, 11(3), 22-28.

Results of a study are presented in which vocational evaluators, educators, and students were asked to identify statements defining the role and work tasks of the vocational evaluator.

2193 McDaniel, R., & Couch, R., Content and source analysis of the VEWAA Bulletin, 1971-1977. Vocational Evaluation and Work Adjustment Bulletin, 1979, 13(3), 29-34.

The purpose of this study was to examine the content types and sources of VEWAA Bulletin articles for the seven year period 1971-1977. The articles were categorized by broad subject areas such as research, reviews, and position papers.

2195 McCray, P., The Individual Evaluation Plan. In A Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1978, 11(3), 40-42.

Reviews the document entitled The Individual Evaluation Plan published by the Materials Development Center.

2196 Bellamy, T., O'Connor, G., & Karan, O., (Eds.), Vocational rehabilitation of severely handicapped persons. Baltimore, MD: University Park Press, 1979.

This collection of readings provides an overview of efforts to include severely handicapped adults in the occupational mainstream of community life. Chapter topics include: legal strategies to secure legal services for the severely handicapped, interaction between evaluation and training, a process model for diagnostic assessment, sheltered workshops in the next decade, productivity in sheltered employment, application of experimental behavior analysis in vocational training, developing a work ethic in the severely handicapped, behavior analysis in natural environment as it applies to vocational training and placement, a model for a food service vocational training program, community living skills, and skill oriented prevocational training for the trainable and severely mentally impaired.

2197 Irvin, L., & Halpern, A., A process model of diagnostic assessment. In G. Bellamy, et al., (Eds.), Vocational rehabilitation of severely handicapped persons. Baltimore, MD: University Park Press, 1979.

This article reviews the nature of current diagnostic assessment practices within the context of rehabilitation services provided to retarded persons, examines the utility of such practice for application with severely retarded individuals, and discusses an alternative model to meet the needs of this population.

2198 Horner, R., & Bellamy, G., Structured employment: Productivity and productive capacity. In G. Bellamy, et al., (Eds.), Vocational rehabilitation of severely handicapped persons. Baltimore, MD: University Park Press, 1979.

This article focuses on two topics: work productivity and severely retarded adults. The purpose is to explore this relationship and suggest a strategy which may be useful in assisting severely handicapped adults to work productively.

2199 Crosson, J., & Pine, A., The application of experimental behavior analysis in vocational training for the severely handicapped. In G. Bellamy, et al., (Eds.), Vocational rehabilitation of severely handicapped persons. Baltimore, MD: University Park Press, 1979.

This chapter described a research methodology which has potential for direct application to the acquisition and analysis of vocational behaviors in the severely retarded.

2200 Martin, A., Flexer, R., & Newberry, J., The development of a work ethic in the severely retarded. In G. Bellamy, et al., (Eds.), Vocational rehabilitation of severely handicapped persons. Baltimore, MD: University Park Press, 1979.

Examines studies on development of work ethic in severely retarded clients i.e., to establish associations in amount of production, amount of money earned, and what earned money can be used for.

2201 Albin, T., Stark, J., & Keith, K., Vocational training and placement: Behavior analysis in the natural environment. In G. Bellamy, et al., (Eds.), Vocational rehabilitation of severely handicapped persons. Baltimore, MD: University Park Press, 1979.

Reviews historical attempts in developing training and placement strategies for the severely developmentally disabled.

2202 Fredericks, H., et al., Community living skills - curriculum, clients, and trainers. In G. Bellamy, et al., (Eds.), Vocational rehabilitation of severely handicapped persons. Baltimore, MD: University Park Press, 1979.

Defines the scope of community living skills and provides a sample curriculum which can be utilized to teach such skills. A training model is presented to train activity center staff and group home staff in order to conduct individual programs, maintain data, and produce changes in client's lives.

2203 Association of Rehabilitation Facilities, Projects with industry training manual. Washington, D.C.: Author, 1979.

The information contained in this booklet is designed to serve as a basic resource to facilities selected for participation in the ARF/PWI program. Sections include: background, concept, models, and goals of Projects with Industry, advisory council, program start-up, funding and problem areas.

2204 Morrow, J., An introduction to career planning. Asheville, North Carolina, Thomas Rehabilitation Hospital, 1976.

The purpose of this document is to provide an overview of the career development process - the role of self-concept, occupational attitudes, aptitudes, interests, and the impact of handicaps. Holland's theory of vocational choice is examined as it relates to vocational choice.

2205 Barton, E., Work evaluation handbook. Sacramento, California: Department of Rehabilitation, Community Resources Development Section, 1978.

This handbook includes a compilation of lecture and discussion outlines, handout reference materials, and selected readings over a twenty year period. The document is intended for use in group in-service, or as a text for individual study. Major sections include general concepts of vocational evaluation, critical employment behaviors, situational assessment, work sampling, writing, evaluation reports, and the client's role in the evaluation process.

2206 Godley, S. (Ed.), New directions in placement, Rev. of Vandergoot, D., et al., New directions for placement related research and practice in the rehabilitation process and Vandergoot, D., et al., A compendium of placement related literature. Vocational, Evaluation, and Work Adjustment Bulletin, 1979, 12(2), 28-29.

Reviews above named publications.

2208 Munger, S., Handbook for the use of basic job skills: Final technical report. Allison Park, PA: Synectics Corporation, 1977.

This is the technical description of a project which developed a handbook for counselors and placement officers in dealing with the problems of finding jobs for persons who are mentally retarded, slow learners, persons with specific learning disabilities, and persons who are otherwise deficient in academic and vocational ability. (See 1913 and 1914.)

2210 Garwick, G., & Brintnall, J., Self-goaling. Minneapolis, Minnesota: Technical Assistance for Program Evaluation, 1978.

This step-by-step manual is designed to help people who are not experts, set goals for themselves and others. It's based on the Goal Attainment Scaling System by the same authors.

2211 Flexer, R., & Boyd, K., Teaching money skills to the mentally retarded person. Revised edition. Lubbock, Texas, Texas Tech University, Research and Training Center in Mental Retardation, 1979.

Originally published in 1976, this revised edition includes program goals, training paraprofessionals, money skills evaluation, assigning objectives, identifying coins and their values, counting with coins of the same value, combining coins of different values, and counting change to $1.00.

2212 Information Service and Documentation Center, Stiftung Rehabilitation, Vocational evaluation and work adjustment. Heidelberg, Germany: Author, 1978.

A bibliography of titles related to the subjects of vocational evaluation and work adjustment. Entries in both German and English.

2213 Bruno, L., Intake and assessment: CETA program models. Washington, D.C.: U.S. Department of Labor, Employment and Training Administration, 1978.

Reviews and discusses elements of the intake and assessment process as it applies to CETA programs.

2214 Geist, C., & McMahon, B., Job modification, job restructuring, and job engineering for severely disabled persons. Conference proceedings, Region V, short term training conference. Illinois Institute of Technology, 1979.

Contains a number of conference proceedings articles in practical approaches to design of rehabilitation products, rehabilitation engineering, and job modification.

2216 Jones, R., Work evaluation in the public schools. Florida Vocational Journal, 1979, 27-29.

Describes a work evaluation program in a school setting - identifying students who need evaluation, conducting a job survey and the written prescription following the evaluation.

2217 Bellamy, G., Horner, R., & Inman, D., Vocational habilitation of severely retarded adults. Baltimore, MD: University Park Press, 1979.

Describes and illustrates procedures for vocational habilitation of severely retarded adults. Presents procedural guidelines for task design and analysis, vocational training (teaching difficult steps, chain training, generalization of stimulus control to the natural work setting), production supervision (production environment increasing and maintaining work rate and changing work behavior).

2218 Mallik, K., & Mueller, J., Vocational aids and enhanced productivity of the severely disabled. Devices and systems for the disabled. Philadelphia, PA: Temple University Health Sciences Center, Moss Rehabilitat Hospital, Krusen Center for Research and Engineering, 1975.

The Rehabilitation Research and Training Center of The George Washington University in Washington, D.C., has demonstrated that a group of severely disabled persons are competitively productive in a variety of occupations. The client/job matching process reveals environmental and physical deficiencies necessary for job performance. Cost-effective modification of the environment is employed to enhance the client's functional ability.

2219 Boswell, W., VGRS Projects with industry. Cleveland, Ohio: Vocational Guidance and Rehabilitation Service, n.d.

This document describes the Projects with Industry program at Vocational Guidance and Rehabilitation Service and covers the following topics: program operations, selling the concept, client vacancies within a host company, on site counselor, client screening for PWI participation, client wages, program duration, and problem areas.

2220 Rossit, E., Determination of handicapped crew worker productivity. Journal of Rehabilitation. 1977. 43(4), 17-19.

Emphasizes that clients in a sheltered workshop are to be paid according to productivity and at the prevailing wage for similar work in the community. Discusses methods for determining individual worker productivity to determine pay level.

2221 Azrin, N., & Philip, R., The job club method for the job handicapped: A comparative outcome study. Rehabilitation Counseling Bulletin, 1979, 23(2), 144-155.

In their article, the authors compare the Job Club method with an alternative method, using 154 clients who had job-finding problems, such as physical, emotional, intellectual, and social handicaps, or long-term unemployment. The results suggest that virtually all handicapped or "hard-core" unemployed persons can obtain and retain a job under an intensive Job Club program.

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